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ABSTRACT

This paper documents renewal efforts between one university's College of Education and Human Services and K-12 partner schools, noting effective collaboration practices. This initiative was evaluated to determine major outcomes. Evaluation procedures were formatted to secure information from archival materials, focus group sessions, and a questionnaire administered to renewal participants. Significant conclusions included: there were consistent conversations regarding the project's 19 postulates; discussions of policy and/or procedural matters occurred; and there was consistent support from school administrators, clinical faculty, university faculty, and interns in the areas of inquiry-based knowledge, commitment to moral, ethical, and enculturating responsibilities of teaching, excellence in teaching, collegial relationships, and scholarly inquiry for better understanding of the aims of education. Several areas of concern focused on evaluating the partnership, the impact of renewal on the professional practice of school administrators, and sharing the change agenda with interns. The paper recommends that project investigators continue developing and identifying common concerns of participants, look for samples of best practice as related to simultaneous renewal, establish plans for short- and long-range renewal efforts, reduce "firefighting" agenda/discussions, and articulate a vision of the "new simultaneous renewal" for all partners. (SM)

Final Report

**The Dewitt-Wallace –
Reader's Digest Fund for
Development of Renewal Partnerships:
Department of Teacher Education**

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Prepared:

June, 1999

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Preface

This evaluation report is prepared pursuant to the requirements of the Dewitt-Wallace – Reader's Digest Fund project guidelines which require evaluation of project activities. This contract was awarded to the Department of Teacher Education, College of Education and Human Services for the period June 1, 1998 through May 31, 1999. The primary focus of the contract was to accomplish the following objectives:

1. To strengthen, develop, and expand partnerships with Dayton Public Schools, as well as other metropolitan area public schools (DMAPS).
2. To further elaborate and develop in all stake holders a shared understanding of the agenda of the NNER and WSU's Partners Transforming Education Initiative.

The evaluators were encouraged to review project goals, activities, expected outcomes, and provide an independent evaluation as to the fulfillment of contractual obligations.

This technical report includes an introduction to the project, analysis of activities, and evaluation findings and conclusions. The report is divided into the following sections:

- Introduction
- Part A – Analysis of Project Minutes, Records, Etc.
- Part B – Focus Group Findings.
- Part C – Survey of Participant Findings.
- Discussion and Conclusions.
- Recommendations.

In addition to the above, the evaluators provide interpretation of the quantitative and qualitative data provided by archival material, focus groups, and survey data collected throughout the project year. Completing this evaluation was not easy, even though we received the help of many people who gave much of their scarce time and abundant knowledge. This evaluation traversed some uncharted territory - without the help of numerous guides and participants the evaluation team might never have reached its goal. We owe special thanks to the project co-directors, Dr. James Tomlin and Dr. Donna Cole, who were most helpful in providing assistance and information when required. Even though we are prevented by concerns of preserving participant anonymity from thanking all other people by name, the assistance they offered is worth many extra tips of the hat.

Equally important are the interns, clinical teachers, site principals and university faculty who provided the substance for this evaluation. These are often the nameless, unsung heroes to whom any evaluator owes special gratitude. We owe more than most - the burden imposed was heavy, yet the response was satisfyingly high. This was a data-rich evaluation. The information in this report gives but a hint of the time and effort needed to critically analyze the comments, reactions and perceptions of a wide range of individuals who participated in this "renewal effort".

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Table of Contents

	Page
Preface	i
Abstract	v
Introduction	1
Methods	5
Instrumentation	7
Procedures	7
Findings/Results	8
Part A – Analysis of Archival Materials	8
Part B – Focus Group Responses	25
Part C – Perception of the Partnership	44
Analysis of Survey Responses	48
Conclusions and Recommendations	51
Summary	53
References	54
Appendices	55

List of Tables

Table	Page
1. Project Outcomes for 1998-99	11
2. WSU-DPS Steering Committee	14
3. Building Administrators/WSU Representatives	15
4. PEP Steering Committee	16
5. NNER Advisory Committee	18
6. PEPSI Advisory Council	19
7. Steering Committee: DPS, FPS, T-MPS	21
8. DEMANER Steering Committee	23/24
9. Responses to Questionnaire	44

Abstract

The renewal partnership initiative, funded by the DeWitt-Wallace Reader's Digest Fund was evaluated to determine major outcomes of this renewal initiative. The evaluation procedures conducted were formatted to secure information from archival materials, focus group sessions and a survey questionnaire administered to renewal participants. This abstract provides brief synopses of major findings and recommendations.

From analysis of archival material, focus groups and survey data, several significant conclusions are drawn from the data. For example, consistent conversations regarding the 19 Postulates occurred, discussion of policy and/or procedural matters were conducted and consistent support from school administrators, clinical faculty, university faculty and interns was noted in the areas of inquiry based knowledge, commitment to moral, ethical and enculturating responsibilities of teaching, excellence in teaching, colleague relationships and scholarly inquiry for better understanding of the aims of education. It is also noted that several areas of concern focused on evaluating the partnership, impact of renewal on professional practice of school administrators, and sharing the change agenda with interns as major factors where least support is noted. A number of specific recommendations are generated from the evaluation data: Project investigators are encouraged to continue developing and identifying common concerns of participants, look for samples of best practice as related to simultaneous renewal, establish plans for short and long range renewal efforts, reduce "firefighting" agenda/discussions, and articulate a vision of the "new simultaneous renewal" for all partners.

In summary, the directors and participants in this project successfully accomplished the goals established in the proposal and are commended for exemplary work in this renewal initiative.

Introduction

The purpose of this report is to document and analyze renewal efforts between the College of Education and Human Services (CEHS) and K-12 partner schools.

Collaboration practices that work as well as the results of collaboration practices that failed are presented. This information is an analysis of the linking process used by schools and universities to renew education.

The project's goals depend on the needs of the participants, their ideas and their concerns to a major degree. This type of collaboration is generally organic in nature. This is a collaboration where the shared goals are institutionally recognized and supported. The clinical faculty must embrace the goals of collaboration as teachers are conduits for change. In the classroom, teachers must feel that the university cares about meeting the needs of children. To aid this process, the evaluators believe that the teachers must be involved in the collaborative effort from the beginning. Their commitment to, their involvement in the renewal movement, and their complete understanding of the movement is imperative. It would be unfortunate if the primary contact between the university and the schools was for research purposes only. The teachers may feel they are used for research as subjects. They will also feel that they have no role at all. Change may not occur in the classroom if the teachers feel that they have no say in the renewal. The component roles of the relationships must be clarified at the beginning of the project where partnerships are the outcome.

In Component I, the Goals of Renewal must be based on attainable goals. In the goal setting phase of a program, partners may set unrealistic goals and the enthusiasm of the group can be influenced by funding, time constraints, or human resources. Change

takes more time and resources than expected in the beginning. People also need time to ingest, observe, try, and commit--reflecting after each step--before we can change. To keep the forward momentum going the project must move steadily forward while handing out changes in digestible portions.

Component 2 is The Nature of Partnerships. Partnerships require commitment, cooperation, respect, camaraderie, flexibility, and dialogue. They can be powerful change agents in the relationship between the university and the schools. For collaborators to develop a long-range management plan must be formulated. This plan should include all parties, detailing the project, stating its goals, activities, timeline, the responsibilities of the participants, and an evaluation plan.

Conflict will arise. The partners must get any conflict out in the open. Communication is essential to successful partnerships. One way to ensure this flow of communication is to constantly gather perceptions from all directions. Furthermore, keep everyone up to date on the project by meeting regularly allows constant feedback from both the school and the university. These meetings can encourage information sharing so that partners understand each other's needs, concerns and strengths.

In one respect, there is need to avoid "The B.C. Syndrome". This occurs when there is a change in university or school administration. The new administrators often seem to feel that anything done prior to their arrival has little value or merits minor attention. Most administrators want to make their own changes and tend to trivialize plans or projects developed before their arrival. The teachers involved in the project tend to wait to see the agenda of the new leader before they commit to new projects.

Component 3 is the School. This is the human component. Universities tend to start with the small partnerships – one school, one teacher, one classroom, one grade – and then expand. Educational reform literature reports that effective projects embrace all, or at least all of one unit, within a school district. As difficult as it may seem to partner with an entire school district, studies show ways that have worked. One way is to involve teachers as project leaders or clinical faculty. Other collaborations report that teachers learning from other teachers is more valuable than information imparted from university personnel.

Of course, the involvement of teachers as leaders raises concerns. First, teachers are not trained to lead other teachers. In K-12 schools, this position is viewed as being an administrator's role. Training teachers must concentrate on skills of leadership. This must include training on skills to aid teachers to take responsibility for themselves. These teachers must reflect on what they do and why they do it in a particular way. The attitude of "us versus management" view must be replaced with an "us together" attitude. The second concern in having teachers as trainers or leaders deals with the difference between the conduct of research and the conduct of research in collaboration. In the conduct of general research of schools, teachers are a part of, but not controlling players. During partnerships involving teachers as trainers and leaders, they are integral to ongoing inquiry research.

The principal is a key person in the collaboration effort. The principal's position is difficult in that she or he must accommodate the administrative expectation of the principal as a strong leader, while relinquishing power to teachers to participate in decision making.

Parents are an integral part of the school community and can be very supportive of school change. Parents want the best for their children and will support collaborative reform once they are convinced that the school and the university are working together to promote learning.

Component 4 is the University. The university educators must come to the partnership as inquirers rather than as the experts leading the reform. They must embrace the reform and communicate their ideas about the project, but not take over the school. University educators must help teachers learn to write curriculum. This is a role reversal for teachers who learned to write lesson plans based on national curriculum.

The university educators must spend a lot of time on a collaborative effort with K-12 schools. The university educators in this project were a part of the partnership effort because it made them feel connected with the students. They felt linked with the teachers and felt they had real interactions with the school community. To promote renewal involvement, rewards for university personnel must be forthcoming. We need to promote university collaborative efforts to make sure that university faculty stay current on teaching realities in our schools.

The philosophy of collaboration/renewals as explained above are a few ways that universities are providing teachers with current information on teaching and sharing in the learning process. This information is based on the reflection that university-school collaboration is a team integrated process and requires continuous study over time. This report is a summary of one intense year of renewal effort between the Wright State University, College of Education and Human Services, and Dayton, Fairborn and Trotwood-Madison public schools.

Methods

For the purposes of this report, evaluation is defined as "the process of clarifying a set of informational needs, and collecting, analyzing, and reporting the information to interested parties." Through a series of designed conferences with project staff the evaluators identified the information desired for various information users, particularly the Institute for Educational Inquiry. The evaluation procedures were subsequently "mapped" and aligned with the three major research questions which were detailed in the proposal. The evaluators, in conjunction with staff and participants, addressed the following research questions:

1. What impact have renewal efforts had on the professional practice of professional teachers, administrators, and interns in the partner schools?
2. What renewal values have accrued to participating partner schools and the university in relation to professional growth, performance assessment of first year teachers, and revising professional development programs for teachers?
3. What factors are impeding acceptance of a renewal philosophy in partner schools?

The evaluation questions were subsequently reviewed and the data elements required to answer each one, as well as the necessary analysis techniques, were specified. Finally, a design document was prepared that set forth a detailed methodology for the evaluation in a memo to the project principal investigators, Dr. Tomlin and Dr. Cole on October 15, 1998. After discussion with the above individuals the evaluation team further delineated the detailed methodology for the evaluation. This section presents an overview of the evaluation design as it relates to instrumentation and sampling.

The conceptual framework for viewing the implementation/process of educational renewal and its effect on all participants represents an attempt to measure causal factors

which determine how individuals related to the goals of this project. We sought to explain observed variation in the quality of implementation by employing a set of determinants of implementation. These determinants, including for example the school district's experience with renewal, adoption strategies, and organizational capacity for change, operate to facilitate or impede the implementation of the renewal philosophy. This information should help us explain why some partner schools or schools are better able to implement renewal than others.

Thus, the evaluation framework examined those determinants which explain variation in the quality of implementation of educational renewal. The quality of implementation interacts with opportunity to fully discuss the Goodlad 19 postulates and subsequent understanding by all participants. Exposure to the postulates and continual discussion of their intent and application were determined by content analysis of committee and advisory group meetings throughout the project year. The conceptual framework for evaluations suggested several policy-level evaluation questions, which formed the nucleus for this evaluation. These are:

1. What factors determine the quality of implementation of renewal in partner schools?
2. Do participants who have been exposed to renewal philosophy develop different approaches for educating students and using clinical experience for student teachers?
3. Are there differential perspectives on educational renewal which interact with project goals and anticipated outcomes?

A major focus of this evaluation was the implementation process for educational renewal as defined by the Institute for Educational Inquiry. Conceptualization and measurement of this complex variable was a difficult task. The difficulties were compounded by resource limitations which precluded expensive, on-site observation of classrooms,

student behavior, curriculum renewal, university-school staff interaction and other critical variables. As a consequence, our approach to assessing the quality of implementation relied exclusively on content analysis of archival material related to a number of meetings held throughout the project period, focus group analysis and survey information acquired from project participants. We were interested in determining if project participant "exposure" to renewal philosophy as articulated in the 19 postulates was a recurring feature of discussions.

Instrumentation

The complex nature of this evaluation reflected the program's complexities and was reflected in turn by the variety of instruments used. The present summary of instrumentation draws heavily on data acquired from archival materials, focus group discussions and a survey instrument administered to project participants.

Process dimensions were measured by three sets of variables: 1) knowledge and understanding of educational renewal; 2) role/behavior related to educational renewal – including classroom or teacher education activities, linkage activities and extra- school activities; 3) value internalization as determined by focus group analyzed responses to selected items developed by the evaluation team. The data analytical approach is an attempt to discover related themes in all of the renewal activities.

Procedures

Data collection involved the use of multiple information sources. Sources of data included:

- Observation of participants by a trained observer at advisory group meetings.
- Analysis of archival material, e.g. minutes, notes, logs and other records.
- Focus group interview of selected clinical teachers, school administrators, university faculty and interns.
- Survey Questionnaire responses from clinical teachers, school administrators, university faculty and interns.

The questions for the Focus Group sessions and the Survey Questionnaire were developed from Educational Renewal: Better Teachers, Better Schools (Goodlad, 1994, Chapter 3 "Unpacking the Postulates"). Also, Focus Group sessions were recorded and analyzed for trends, concerns, interpretation of renewal and participant perceptions of project activities they were involved in.

Findings/Results

Part A - Analysis of Archival Materials:

For the past 3 years the Department of Teacher Education (TED), CEHS has been operating a network of Professional Development Schools in the Dayton Metropolitan Region (AKA "Partner Schools"). The school districts are: Dayton Public Schools (urban), Fairborn City Schools (suburban), and Trotwood-Madison (rural). All PDS's and TED have been working to develop simultaneous renewal of school-based learning, Teacher Education, and the continued development of in-service teachers. The Professional Development School model is designed to work collaboratively with schools in four main areas: pre-service teacher preparation, staff development, inquiry research and simultaneous renewal through use of the National Network for Educational Renewal

(NNER) 19 Postulates (Goodlad, 1990, Teachers for Our Nation's Schools) (see

Appendix A).

During the 1998-99 school year project participants were to focus on:

- Strengthen, develop and expand partnerships with Dayton Public Schools, as well as other Dayton Metropolitan Area Public Schools (DMAPS).
- Further elaborate and develop in all stakeholders a shared understanding of the agenda of NNER and WSU's Partners Transforming Education initiative.

A number of relevant activities were developed to lead this renewal agenda. For

example:

- Partnership expansion – PDS sites at Trotwood High School, Shilohview Elementary and Dunbar High School were finalized and advisory councils established in 1998-99.
- Development of a middle school PDS was explored with Dayton Public School administrators and Fairview Middle School was selected and the faculty voted to participate in Spring, 1999.
- Professional initiatives to secure additional funding support for advancing the agenda of simultaneous renewal were secured through a collaborative arrangement with Project SUSTAIN and the Dean's Discretionary Fund Account in CEHS (state funds).
- Sustained conversations with the College of Liberal Arts (COLA) and the College of Science and Mathematics (COSM) have led to joint appointments with the Departments of Mathematics, Geology, Physics and Biology. These faculty have participated in the Local Associates Institute for discussion of collaboration in the renewal of PDS's and Teacher Education.
- A Local Associates Institute (LAI) was planned, coordinated and delivered in 1999:
 - LAI 1 was held on January 22-23, 1999,
 - LAI 2 was held on April 16-17, 1999,
 - LAI 3 is planned for July 9-10, 1999,
- Analysis of Institute agenda notes and oral discussions indicate sustained attention to the 19 Postulates and "urban education".
- Strong and sustained attention was a hallmark of this year's Dewitt-Wallace project to the recruitment of underrepresented students and/or teachers to participate in renewal activities through the partnerships. University Fellowships were awarded to 15 degree candidates through the Professional Educators Program (PEP) for study commencing in Summer, 1999.

In summary, the expected outcomes stated on pages 8-9 of the Dewitt-Wallace proposal indicate significant accomplishment of all 8 outcomes (See Table 1).

Analysis of information contained in archival materials (minutes, logs and other records) was conducted to provide insight into the "process of renewal" as manifested in the PDS and university sites. Conceptualizing and measuring the implementation was considered important for several reasons. First, we reasoned that unless the process of renewal, as defined by practitioners, was carefully examined, we might have ended up evaluating what Charters and Jones (1973) term a "movement". Secondly, a literature review provided little guidance for analyzing renewal theory and practice, but use of ethnographic research tools enabled us to secure a "mutual adaptation" perspective from all parties involved. This approach recognizes the evolving character of renewal in schools and universities and the diversity of approaches. A number of forces operate to facilitate or impede the introduction of renewal concepts (19 Postulates) into either school systems or teacher education. Refining the intent and meaning of "renewal" was in itself a daunting task.

From our analysis of archival material: minutes, notes, logs and other records, it appeared that renewal manifested itself along essentially five dimensions:

1. Changes in tangible resources – facilities, staff, equipment, materials.
2. Changes in intangible resources – staffing assignments, organizational alignments, intern groupings.
3. Changes in knowledge and understanding on the part of all participants – clinical faculty, school administrators, university faculty, university administrators and PEP Interns.
4. Changes in role/behavior of participants.
5. Value internalization – commitment and attitudes toward renewal.

Table 1
Project Outcomes for 1998 – 99

Outcome	Evaluation Evidence
Expanded Partnership. (Postulate 15)	A total of 3 new settings were added in 1998-99.
Urban Middle School. (Postulate 15)	Fairview Middle School, DPS added in Spring, 1999.
Professional Experiences for PEP Interns aligned with new state licensure. (Postulate 10)	Electronic Portfolio model developed to align with PRAXIS II Domains and learned society guidelines.
Empirical data established. (Postulate 17)	Minutes, notes, logs and test results on PRAXIS II, Professional Assessments For Beginning Teachers (ETS, 1994).
Expanded core of academic and clinical faculty in place. (Postulate 4)	All sites established clinical faculty positions and dual appointments between COLA, COSM and CEHS finalized.
Diversity in student pool and clinical faculty increased.	Verified through student admits to PEP (N= 33) and CF appointments N=33.
Expanded pool of participants from PDS sites and on WSU campus.	Expansion of sites provided about 12 CF. Interns were 33 and dual appointments totaled 7. Also, selected faculty and administrators from COLA and COSM participated in DMANER LAI.
Dual appointment faculty at Wright State.	Increase noted through participation in LAI and official dual appointments, N=7.

The scope of this evaluation is focused on value internalization and documented changes in knowledge/understanding of NNER renewal postulates as cited through content analysis of notes, minutes, logs and other records. In addition, assessment for the participants was provided through structured focus group sessions conducted by evaluation staff and analysis of survey data. The results from content analysis of printed material follow. Findings from the Focus Groups will be found in Part B and survey results in Part C.

To facilitate data presentation, the analysis of minutes, logs and other records is presented in alignment with the specific advisory group and includes a final summary statement.

Wright State University – Dayton Public Schools Steering Committee

The Partnership Agreement between DPS and CEHS was formally signed on April 1, 1999 between the two parties. The DPS agreed to participate on a steering committee to oversee policy, establish a process for operation, plan collaboratively and work as a team for conflict resolution. The comments are organized around factors which operated to facilitate or impede implementation of the NNER renewal philosophy (See Table 2) as recorded in notes, logs and records. The information was reviewed for trends, categories, etc.

Table 2 presents the major categories cited in minutes, notes and records of the WSU/DPS Steering Committee. As can be seen from Table 2 the most common topic focused on organizational concerns, e.g. intern placements, training for reserve teachers, stipends for workshops and scheduling of interns. Discussion of the 19 Postulates and the

simultaneous renewal process was also a topic of consistent discussion. A note, most meetings were scheduled for 1 1/2 hours, but side bar discussions often proved detracting to extended analysis of the topics.

Table 2
WSU-DPS Steering Committee Topics on Postulates,
Renewal and Organizational Concerns

Identification of Topics	Number of Citations
• Simultaneous renewal and unpacking the postulates.	3
• Review PEP admissions process.	1
• Define PDS/Partner School.	1
• Teachers must understand renewal process/conversation.	5
• Staff needs to know partnership theory.	1
• What should a partner school look like?	2
• What is Induction? Mentoring?	2
• How do children learn?	1
• How does renewal relate to NNER?	1
• How do we involve parents?	2
• Organizational concerns; e.g. Intern placement, reserve teachers, stipends.	13
• Placement of Interns.	1
• Need for content courses in discipline.	1
• Faculty role, e.g. experienced teachers feel more comfortable with their role.	3
• NCATE Requirements and Audit.	4
• PDS Faculty "leery" of inquiry research.	1
• How to avoid burnout of Clinical Faculty.	1
• PRAXIS Training for PDS.	2

Partnership Network: Building Administrators and WSU Site Representatives

The intent of this advisory group was to provide policy and procedure advice. Analysis of the print materials – minutes, logs, records – indicate a wide range of discussion issues covered in two formal meetings, about 5 hours total (See Table 3).

Table 3

Building Administrators/WSU Site Representatives

Renewal and Organizational Concerns

Identification of Topics	Number of Citations
• Simultaneous Renewal.	3
• Focus Group Evaluation.	1
• Clinical Faculty Selection Criteria.	1
• University role at sites.	1
• Organizational concerns.	3
• PEP Intern Placement/Exchanges.	3
• What is a Cooperating Teacher?	1
• Pathwise Training.	1
• Role of Clinical Faculty.	2

It is critical to note the relative importance given to the discussion of simultaneous renewal, PEP Intern placement and organizational concerns.

Professional Educator Program: Steering Committee

The PEP Steering Committee focused attention on a number of topics and planned to meet the first and third Wednesday of each month from 11:30 a.m. to 1:00 p.m. (See Table 4).

Table 4
PEP Steering Committee Topics on Postulates,
Renewal and Organizational Concerns

Identification of Topics	Number of Citations
• Simultaneous Renewal.	2
• PEP Recruitment.	6
• PEP Program Concerns: - Clinical Faculty want help - More WSU Faculty observation. - Interns not following school procedures. - Recruitment for atypical environment. - Placement in an urban site.	9
• NNER October 22-23, 1998 visit.	3
• Unified agenda for advisory council meetings.	3
• Request to AC to address Simultaneous Renewal, 19 Postulates and the moral dimensions of teaching.	3
• Problem Solving Concerns.	3
• Place a postulate on each ACM for discussion.	2

Discussions within this critical advisory group are consistent with its basic charge "to oversee the PEP" and develop appropriate policies/procedures. While postulates are not specifically cited in minutes (9 sets were analyzed), there are tangential references to

Postulates 4, 6, 7, and 15 that focus on admission criteria, field placement, intern supervision by clinical faculty and university staff; clinical faculty role in educating educators and recruitment of diverse populations.

NNER Advisory Committee Minutes

This advisory group focused on the development of a multi-modal presentation package for the June 20-24, 1999 National Conference, Seattle, Washington. Affectionately known as the "Worrier's Meeting Group", the intent was to plan, deliver and assess the formal presentation on renewal. A major focus was the urban experience of the Wright State University/CEHS experience in conjunction with the 3 PDS partners. The group met at selected times during the school year for planning and review of presentation materials. In table 5 a graphic presentation of discussion topics is presented.

The discussion topics indicate concern and use of Postulate 6, 12, and 13 for drawing different views into the planning for this "In Praise of Education Celebration". In sum, present to the audience our understanding of the simultaneous renewal agenda: themes, issues, concerns and results to date. What have we learned? How has it worked? What are the obstacles as we seek to demonstrate equity in developing sustaining renewal? Preliminary results from our presentation team in Seattle indicated strong audience receptivity to CEHS/PDS efforts over the past year.

Table 5

NNER Advisory Committee

Identification of Topics	Number of Citations
• Infusion of Moral Dimensions	2
• Organizational Concerns	2
• Dewitt-Wallace Results	1
• Urban Experience Highlights	3
• Alignment with Grant Goals	1
• Partnership and Democracy	1
• Diversity Accomplishments	1
• Involving Arts and Sciences	1
• Planning for NNER October 22-23, 1999, site visit	2

PEPSI Advisory Council (informal)

The establishment of this informal group occurred in June, 1998 and led to subsequent sessions to discuss models: teacher preparation program; a conceptual framework for CEHS; Holmes Goals; and defining renewal as they impact efforts. The membership was primarily CEHS faculty and administrators, led by Dr. Etta Hollins, Chairperson and Associate Dean.

Table 6
PEPSI Advisory Council

Identification of Topics	Number of Citations
• Conceptual Framework for TED	1
• Defining "Renewal"	3
• NBPTS Certification	1
• Renewal Defined	2
• Simultaneous Renewal	1

While formal minutes were not maintained for all sessions, the evidences reflect a strong need among faculty to have sustained conversation regarding renewal of teacher preparation. Also, sustaining partnership efforts and a mutually determined agenda for the development of competent teachers and the change forces impacting this renewal.

Steering Committees: Dayton Public Schools, Fairborn Public Schools and Trotwood-Madison Public Schools:

As a major element of the renewal effort each participating building site was asked to establish advisory committees to meet and confer with CEHS site representatives on a regular basis. Analysis of archival materials indicate that sustained conversation occurred throughout the year at 2 of 3 sites. A combination of events resulted in fewer meetings at the Trotwood-Madison site due to inclement weather, school recess and/or closures, university recess and few clinical faculty. The Trotwood

site is in a start-up mode and will identify leadership for moving the renewal agenda forward. Analysis of archival material for each site was arranged to permit cross-site comparisons (see Table 7).

A scan of the topic citations would suggest organizational concerns, defining simultaneous renewal and postulate discussion were of interest. Also, the citations indicate a range of partnership activities that have provided opportunity for mutual sharing and continued conversation about how they should function. One major outcome was the decision to include discussion of at least one postulate at advisory committee sessions – a major breakthrough to provide structure to the simultaneous renewal conversation.

Table 7

Steering Committee: Dayton P.S., Fairborn P.S., and Trotwood-Madison P.S.

Identification of Topics	Number of Citations		
	D.P.S.	F.P.S.	T-M.P.S.
• Simultaneous Renewal - Parental Involvement - Renewal Projects - Defined	1	5	1
• Postulate Discussion	1	2	
• Organizational Concerns - Intern Placement - Ohio Sub Rules - Proficiency Testing - Information Packets	2	7	2
• Renewal		1	
• Partnership Purpose	1	2	1
• Partner School		1	
• Parental Involvement		1	
• Role of Advisory Council	1	1	
• PEP Recruitment		1	
• Moral Dimensions Defined:		1	
• Intern Showcase		3	1
• PRAXIS Domains		1	
• Urban Experience		3	

DEMANER Advisory Council

The first planning session for the Local Associates Institute was conducted September 23, 1998 to focus on developing an agenda for continued discussion of simultaneous renewal. Analysis of archival material indicated the following were discussed in a series of monthly meetings held at alternating sites. A total of three Local Associate Institutes were held:

- LAI January 22-23, 1999
- LAI April 16-17, 1999
- LAI July 9-10, 1999

Topical content for the LAI's and planning sessions is presented in table 8.

In reviewing the minutes and notes for all planning sessions and the two LAI's the evidence is conclusive – discussion of Postulates, Centers of Pedagogy, Urban Renewal, Role of Arts and Science Faculty, Diversity, Access to Knowledge and Partnership Renewal occurred in a sustained, dynamic conversation. The session conversations indicated serious interest and commitment to the agenda as articulated by the planning council – the simultaneous renewal of schools and the education of educators. The LAI interaction was indicative of an ongoing process of change, albeit challenging and difficult at times. A need for better schools and better teachers was evident in the discussions and subsequent plans for future collaboration.

Table 8

DEMANER Advisory Council

Identification of Topics	Number of Citations
• Planning Council Meeting	3
– Selected readings about renewal.	1
– Postulate discussion.	1
– Selection of guest speakers.	5
– Agenda – What is renewal?	3
– Building a renewal team.	1
– Understanding the partnership agenda.	2
– Defining a Partner School.	1
– Organizational concerns.	8
– Securing Arts and Science faculty.	4
– University agenda is not clear.	3
• Agenda Topics for LAI's	
– Shared understanding of the Partnership Agenda.	1
– Use of selected video material.	1
– Education for Diversity.	1
– Unpacking the Postulates	1
– Expand the core of committed leaders.	1
– Identifying the Arts & Science Professors.	1
– Selecting a keynoter.	2

Table 8 (continued)

Identification of Topics	Number of Citations
– Discussion Ideas:	1
Democracy in Education	
Moral Dimensions	
Diversity	
Simultaneous Renewal	
– Theme – “Diversity and Access to Knowledge”	1
– Products to be Generated:	1
Collaborative planning agenda	
Improved collaboration	
Participant expectations – aware of access to knowledge and their role	1
– Focus on Urban Schools (2 nd LAI)	1
– Centers of Pedagogy (3 rd LAI) – Reading Patterson	7

SUMMARY

Sustained conversation regarding simultaneous renewal occurred at all partner sites, with varying degrees in direct relationship to the extent of time involved. For example, the Fairborn Public Schools joined the renewal initiative in 1995, thus affording faculty and administration extended opportunity for involvement in renewal discussions and activities. As the renewal process continues with the partner schools, a level of expanded communication must occur – proximity to the CEHS and having a college faculty member as a site facilitator is mandatory.

The following questions were used to focus discussion with each of the four groups:

1. When you think of the concept of educational renewal . . . What does it mean to you? How would you define or describe educational renewal?
2. From your perspective, how do you see the DeWitt-Wallace school/university partnership accomplishing educational renewal as it has been defined/described?
3. What factors might be impeding the understanding and acceptance of educational renewal (or the acceptance of a renewal philosophy) in the partner schools?
4. From your perspective, what impact have renewal efforts (associated with the DeWitt-Wallace school/university partnership) had on the professional practice (i. e., both process and outcomes) of interns, clinical faculty, university faculty, and school administrators?
5. If you were to design a school-university partnership (such as the DeWitt-Wallace school/university partnership) that would succeed in achieving educational renewal, what would it look like? . . . be comprised of? . . .

The Concept of Educational Renewal (question #1)

Intern Perspectives:

Interns articulated a conception of educational renewal as personal and directly related to meaningful opportunities for professional improvement. Renewal is "...being able to apply what I know and what I'm learning." "It happens when I enter the classroom with new ideas and strategies." "(Renewal) is learning about how people learn." Most interns agreed that the renewal "opportunity" they are experiencing "...is the reciprocal relationship between clinical faculty and interns. We learn from them, they learn from us." A less dominant intern perception suggested that renewal involves an "immersion" into some aspect of education or classroom life such as educational technology or the Ohio Model Curriculums.

Clinical Faculty Perspectives:

Clinical faculty spoke of their understanding of educational renewal as being "a term bantered around school" to that which "Reminds me why I went into this job originally." Most concurred that renewal "is renewal of ourselves, new learning for us" or "a chance to step back, individually and collectively, to reflect on what we are doing" and is "an excitement about what we're doing and about the *new stuff*." Like the interns, clinical faculty saw educational renewal as personal yet, they articulated a group or school level aspect as well. They reported attending meetings and asking, "What is it that we want to renew in ourselves or school?" Several teachers mentioned that this tends to take a programmatic turn when concerns such as parent involvement, discipline, homework, or cooperation/collaboration amongst faculty and staff emerge.

School Administrator Perspectives:

Administrators described educational renewal as "staying current with research" and "doing things differently to improve the teaching-learning process." They cited scheduling, school-to-work opportunities, grading, student assessment, teaming, looping, classroom management, staff/professional development, and the use of educational technology as examples of targets for renewal. One principal stated that "Renewal is an attitude or a mindset that serves as your infrastructure for life-long learning. Renewal is not achieved through directives or compliance mandates. Schools must have the authority (and funds) to carry out renewal. Restrictive policies, procedures, and standards are barriers to 'best practice'." Others concurred and confirmed their belief

that "We spend too much time looking outside the classroom. We need to look more deeply inside at teaching and learning processes. This is renewal."

University Faculty Perspectives:

While one university faculty member described renewal as "continual self improvement – increasing one's assets via a reflective process" most agreed that it is "...bigger than the individual. It is systemic and simultaneous in nature." In general, this faculty described renewal by contrasting it with reform. More specifically, they stated that reform denotes a "broke and needs fixing," outside-in and top-down, exclusive approach to improving education. On the other hand, renewal, they suggested, is "more positive," is focused on continual improvement, and is designed to "bring our desires and realities closer together" while including "the voices of diversity."

Accomplishing Educational Renewal (question #2)

Intern Perspectives:

While interns spoke initially of the stress associated with their involvement as both a full-time graduate student and a half-time educator, they spoke with more passion and enthusiasm of the values of the partnership program. They cite as the most practical benefit that of attaining both a master's degree and a teaching certificate in only one year. The interns were considerably more outspoken about the experiential value of being involved in the partnership. They stated that:

- "Being in the classroom for one full year as a student is similar to being a first-year teacher."

- "Being in a cohort group and having a clinical faculty teacher in the classroom with you helps deal with the stress of a rigorous program."
- "Feeling accepted in the school builds confidence, self-esteem."
- "As interns, we experience authentic teaming and collaboration and full ownership of our class (When we had a sub and the students acted so differently toward her, I realized they truly saw me as a teacher.)"
- "We are able to develop management skills and instructional strategies to be effective with a variety of students."
- "I have learned what *not* to do. Our classroom is like a lab for taking risks, trying new ideas, and making mistakes with an expert there to guide us and help us to make sense of what happened."
- "One year in the classroom gives us opportunity for gradual and thorough growth in a real-world situation. It's more effective than traditional student teaching in every way."
- "My students are able to achieve more because there are two adults instead of only one helping them."
- "Interns conduct parent conferences with clinical faculty guidance. Able to gain assurance, confidence in how to interact and communicate with parents. Confidence and competence with parents is something that other first year teachers seldom have."

Clinical Faculty Perspectives:

The clinical faculty expressed a conviction that, while the partnership contributes to educational renewal in many ways, its greatest contribution, via the intern, is the luxury of "time" for the clinical faculty. That is, they are "freed up." Clinical faculty reported that the presence of an intern in their respective schools and classrooms permits them the time to visit other schools, work on other projects, assume some administrative tasks, "explore my discipline," meet together to plan, develop/design innovative units/lessons, etc. Clinical faculty express a value for the content learning and new teaching strategies that interns share. An intern in the class "ensures continuity for

students" and "more adult help and team teaching has resulted in better rapport with students, more excitement."

School Administrator Perspectives:

Administrators agree that partnership interns in schools and classrooms provide more time for clinical faculty to plan and develop professionally. And, they agree that planning and professional development is fundamental to educational renewal. In addition, they believe the partnership and their school's status as a professional development school contributes to educational renewal in many other important ways:

- The one-year intern experience far exceeds in quality of preparation the nine-week student teaching experience.
- Student-teacher ratios are reduced in classrooms with an intern.
- The intern represents "extra muscle" to deal with a variety of challenges and opportunities in the classroom and school.
- "Clinical faculty must be better prepared and think more about what they are modeling."
- Interns bring new ideas and insights to clinical faculty. "Having an intern is a form of professional development, a two-way street."
- "Status of Professional Development School lends credibility to the school," and confidence and a sense of pride and identity to the faculty.
- The partnership helps to keep the university "in line with what's happening." Enhances the meaning of "Theory into Practice."
- University faculty has opportunities to experience school settings as teacher and researcher.
- Building administrators and clinical faculty gain experience through adjunct teaching at the university.

University Faculty Perspectives:

University faculty agreed that the partnership is contributing to educational renewal yet, "We struggle with actualizing partnerships. It is much easier to say we have a partnership with a school or district, than it is to really have one." They suggested that "we are way ahead in early and middle childhood, adolescent still needs a lot of attention." They cited several ways in which the partnership has affected university structure and contributes to educational renewal; the general education sequence has been restructured, structure of content areas has been changed to meet educational licensure standards, efforts are underway to "model nurturing pedagogies in the content areas," and dual appointments are in place.

Factors Impeding Educational Renewal (question #3)

Intern Perspectives:

Interns cited inter-program communications and inconsistent implementation of program schedules and activities as primary barriers to partnership effectiveness and educational renewal. Interns agreed that at the heart of problems they experienced were communication issues. Initially, expectations and requirements of participation were not fully articulated ("There's no counselor or advisor to help us." "We feel blind to expectations, especially concerning content courses." "Requirements are not clearly defined – there's no booklet or pamphlet.") Many must take several classes while teaching halftime. Interns reported that, due to poor communications, "by the time questions or suggestions get to the decision maker everything has changed." "Isn't the purpose of the graduate assistants to facilitate communication? They appear to not have a

clue. We've seen ours only once this year." "Phone calls are handed off. It's very difficult to get straight information."

Interns also cited "random appearing changes in schedules, plans, and expectations" as a source of frustration and concern. "I must work to stay in this program. Constant changes in PEP schedules and activities make it very difficult for me to do my best at work or in the program."

Interns spoke of stress related to the intensity of the PEP and cited issues and experiences that cause what they believe to be unnecessary stress. "There seems to be little, or no, communication and coordination between professors. Coordinated or thematic assignments would be valuable to us." "The content of courses we must take is redundant." "Some stuff we're asked to do seems to be valueless." Interns agreed that while university faculty teach the importance of collaboration and teaming, they do little to model that skill with one another.

Clinical Faculty Perspectives:

Clinical faculty report a perception of other teachers that "those with interns don't teach." Yet those with interns feel it is actually more work. Clinical faculty selection process is suspect. "Teachers see the same teachers getting interns every year." There prevails an "anti-collaboration between those teachers with interns and those without interns."

Clinical faculty agreed that university faculty presence and support in the partner school is critical to opportunities for renewal. Most cited a paucity of such presence and support. "Wright State does not seem to be fully involved." "We were under the

impression that the university site person is responsible for regular observation of interns . . . it is simply not happening." "My intern was observed only once this year." "The number of observations appears to be dependent of who the professor is. Regular observations are only be new faculty." "Professors appear to have too much to do and other duties on campus have priority." Clinical faculty feel "heavy responsibility for their intern's experience and success." Many clinical faculty are put in the position of assessing their interns, and therefore believe that collaboration (an essential quality of renewal) is impaired. Some feel "inhibited in reporting how they see their intern doing" and others feel "the university faculty may not fully support their decision regarding the competence of an intern." In addition, "teachers who are not in the program are aware of the lack of university presence and support and refuse to participate as clinical faculty."

Clinical faculty agree with interns regarding the "loose organization" of the program. Collaboration and renewal are impaired when "meetings are cancelled, no one is told, agendas are not adhered to. The perspective in the schools is that no one is in control – no one really cares."

Clinical faculty believe that course work is "reasonable and valid. This has improved." However, they recommend that "course work, given the lab context, should be related fully to the intern's experience in the classroom." It would be "more advantageous for interns to be present (in the school) some each day to observe the continuity throughout the week" rather than three days each week.

School Administrator Perspectives:

Administrators do not necessarily "want the same teachers to have interns every year. There is teacher burnout because of the extra work." They suggest that a rotation may be appropriate and that "some teachers should have interns and don't." Principals reported seeing "interns forcing teachers to do a better job, as models." Some principals believe that "teacher at Wright State is pretty traditional. Interns need to get what they really need to enact *reform*. They cited conflict resolution, higher-level questioning techniques, and group decisioning as examples. In addition, "University faculty may not fully understand the implications/pressures of the proficiency tests. They may not be preparing interns to deal with this mandate." They agreed that, "if it's not related to the proficiency test, why are you doing it?" is the current method of operating.

University Faculty Perspectives:

University cite considerable general evidence as to why a true partnership and parallel renewal is difficult to achieve: Because "the commitment and leadership that was present when the partnership began is no longer present," "much that should be reciprocal and bilateral is far too unilateral." "Renewal is conceived of and acted upon as reform by many who are central to the success of the partnership." That is, they "act in an accusatory fashion, placing blame, when a collaborative enterprise is the most viable approach to accomplish what must be done." "It is always easier to work on somebody else than to work on yourself."

Impact of Partnership Renewal Efforts on Professional Practice
(question #4)

Intern Perspectives:

Interns cited the following as ways in which their own professional practice has been impacted by renewal efforts associated with the partnership:

- One year ahead of traditional teacher education students.
- The year's experience is not limited to the classroom, but is an overall exposure to what happens in the school. "The internship brings it all together, explains it all." "This is an opportunity to practice the theory. To be an active part of the process, not just an observer."
- The relationship with the clinical faculty "models/teachers teaming and collaboration."

Interns cited the following as ways in which their clinical faculty's professional practice has been impacted by renewal efforts associated with the partnership:

- Interns have "pushed" their clinical faculty – "planted seeds." The intern provides "different perspectives, some new approaches."
- Clinical faculty are able to "do a lot things that before she had an intern she did not have the time to do. So, the school also benefits."
- The dynamic in the classroom has changed. Clinical faculty now able to "delegate classroom responsibility" and "be more relaxed, get a little more personal with our students."

Clinical Faculty Perspectives:

Clinical faculty cited the following as ways in which their own professional practice has been impacted by renewal efforts associated with the partnership:

- Now able to be more involved in "cost effective" professional development. Interns "bring many new ideas/strategies to the classroom."

- "I spend considerable time reflecting on my work. First as a model for the interns, but now because I see how important it is." "I am a model for my intern and so much better because of it."
- "I am so invigorated by my intern's enthusiasm and willingness to try new things." "My intern has humbled me occasionally."

Clinical faculty cited the following as ways in which their intern's professional practice has been impacted by renewal efforts associated with the partnership:

- Interns experience "real-life, multi-faceted, authentic interaction in the classroom. It's the best experience, a powerful opportunity."
- "Interns are not first-year teachers when they leave the program."
- The program "builds confidence and responsibility. Interns become more confident as they deal with parents, other teachers, students, administrators – learn how to conference, collaborate, etc."

Clinical faculty cited the following as ways in which their administrator's professional practice has been impacted by renewal efforts associated with the partnership:

- Teachers with interns have been able to help administrators in a variety of ways. "Relaxed administrators because they feel there are others (i. e., clinical faculty and interns) to help cover classes, administer tests, plan programs, organize activities, etc."
- "Administrators may be becoming more sensitive to the issues of referrals and discipline as they deal with interns."

School Administrator Perspectives:

Partner school administrators cited the following as ways in which their own professional practice has been impacted by renewal efforts associated with the partnership:

- Administrators are "able to teach college classes with interns – relating practice with theory."
- "Because of the year-long commitment, I have a much closer relationship with interns than with student teachers. Interns are a part of the school." "We are able to look at interns as future employees. The year provides us with a much richer exposure. It takes much of the uncertainty out of the hiring process."
- Administrators feel "a much closer relationship to the university." There is a "good feeling of colleagues, team work."
- Administrators feel "a responsibility to see to it that interns have meaningful experiences."

Partner school administrators cited the following as ways in which their clinical faculty's professional practice has been impacted by renewal efforts associated with the partnership:

- "Teachers have had the opportunity to visit other schools to observe their implementation of changes we would like to make." Clinical faculty is more able "to participate in meaningful professional development activities."
- Instruction has improved, "another adult in the classroom changes the nature of the work . . . two adults talking and collaborating more than doubles their individual potential."
- The "impact is beginning to 'spin out' the teachers with interns to the rest of the faculty."
- "An experienced teacher who had an intern last year, is renewed this year – doing different things. Much happier."

Partner school administrators cited the following as ways in which their interns' professional practice has been impacted by renewal efforts associated with the partnership:

- "Every intern has been affected by the style of the clinical teacher with whom they work."

- "Interns have longer to consider what works and what doesn't work. They have the opportunity to visit with other teachers in the building." "Interns are immersed in the school in every way."
- "Interns have a safety net, support relationship with the clinical faculty member."

University Faculty Perspectives:

University faculty cited the following as ways in which their own professional practice has been impacted by renewal efforts associated with the partnership:

- The partnership may be a "pilot of a new paradigm to prepare teachers." The partnership schools are "earnest attempts to put new practices into place – practical experiences have a ripple effect."
- "The more we observe and/or teach in the partner schools, the stronger higher education gets. We are not hiding in our ivory towers."
- "I don't believe I have changed as much as validated/legitimated what I do. I am now "able to intertwine work at the university and in schools in a more legitimate way. Now I must practice what I teach."

University faculty cited the following as ways in which intern's professional practice has been impacted by renewal efforts associated with the partnership:

- Interns are "living the language of collaboration." "They are immersed in reflection which is a prerequisite to renewal."
- They are "overcoming mindlessness which is the refusal or inability to think about purpose."
- "Teaching is complex. Interns have a sustained experience allowing for complex learning not likely in one quarter."

University faculty cited the following as ways in which clinical faculty's professional practice has been impacted by renewal efforts associated with the partnership:

- Many teachers "feel exhausted. They jokingly request that we 'leave me alone'."

- Interns have "given them time to write grants, prepare presentations, plan curriculum." "Lesson development is more in-depth and congruent with best practice. They must approach best practices because the intern is expecting that."
- "Professionalism is validated in the clinical faculty/intern relationship."

Partnership Design for Educational Renewal (question #5)

• This question was designed to solicit ideas or visions for a more effective partnership. Comments fell generally into three categories: Academic program, organization and personnel, and implementation process

Intern Perspectives:

Interns made the following suggestions related to academic program:

- To maximize the potential of the professional development school partnership, course work focuses on real-life applications and is directly related to the classroom/laboratory and student learning.
- Portfolio is completed before summer quarter so that it might be used during spring quarter when most interns are beginning their search for teaching positions.
- Include career issues and job search practices in education as course content.

Interns made the following suggestions related to organization and personnel:

- University clinical faculty should be classroom teachers (clinical faculty from partner schools), rather than school administrators. Many building principals "have no clue" about what is most important for an intern or entry year teacher.
- There should be one person assigned with the title, authority, and responsibility to make informed program decisions. This position might be a "director" that is responsible for recruiting interns, coordinating a relevant curriculum, maintaining a high profile in partner schools, academic and program scheduling, and communications.

Interns made the following suggestions related to implementation process:

- Program notices related to important activities (e. g., job fair) or mandatory meetings (e. g., advisory committee meetings, etc.) are correct and timely.

- Advisory committee meetings are structured or facilitated so that all participants have an equal voice in decisions and other outcomes.
- University faculty involved in the partnership practice/model collaboration.

Clinical Faculty Perspectives:

Clinical faculty made the following suggestions related to academic program:

- More college credit given for the interns' classroom experience.

Clinical faculty made the following suggestions related to organization and personnel:

- To improve communication between university and partner schools, one university faculty member appointed to control and continually improve the program. In addition, one university faculty "on site" most of the time and responsible for answering questions in a timely fashion, schedule partnership activities for that site, and conducting assessment observations of interns.

Clinical faculty made the following suggestions related to implementation process:

- No comments were made.

School Administrator Perspectives:

School administrators made the following suggestions related to academic program:

- Schedule and conduct academic classes at partner schools rather than on university campus.

School administrators made the following suggestions related to organization and personnel:

- One person assigned to insure that all interns have "adequate and supportive supervision and assistance."

- Further develop university resources to support renewal efforts in partner schools. "Who or what might be utilized to improve the professional development of the entire partner school faculty?"

School administrators made the following suggestions related to implementation process:

- Emphasis is placed on "attaining and sustaining quality partnerships with current participants before expanding the number of partnerships."
- All parties to the partnership "are on a cooperative, common level. All stakeholders have equal weight in program-level decisions. No one participant outweighs another."
- Scheduling of interns in partner school classrooms reflects the high value placed on that venue for intern education.
- Clinical faculty is included in school/university agreement negotiations.

University Faculty Perspectives:

University faculty made the following suggestions related to academic program:

- A "Center for Critical Pedagogy" is developed to focus support beyond materials and technique to include "spiritual and emotional support."

University faculty made the following suggestions related to organization and personnel:

- The university's articulated mission reflects the value that "no other endeavor is more central to the quality and health of the university than education."
- Partner schools receive a variety of additional resources.

University faculty made the following suggestions related to implementation process:

- University faculty have time and resources available to continually improve "team work and collaboration skills." "Load is reformulated" to reflect commitment to the partnership. Faculty and class scheduling is flexible "so that the right people can get

together." When essential people are unable to meet "unilateral decisions are made that jerk the rug on teamwork."

SUMMARY:

Interns appeared to conceptualize educational renewal as a function of their own practice and context. They articulated a process orientation while valuing interaction and collaboration. They considered processes/applications, as well as interaction/collaboration, primarily as they related to specific outcomes for their learners, their colleagues, or themselves. This is not surprising given their immersion in the learning of "practical" understandings and applications.

While clinical faculty shared with their interns a conception of renewal as process, they appeared to understand and value renewal mostly in terms of its products or outcomes as related to programs and problems (e. g., parent involvement, discipline, homework, or cooperation/collaboration). Administrators on the other hand talk mostly of educational processes (e. g., grading, student assessment, teaming, looping, classroom management), yet their inferred value of renewal may be more related to the expectation that schools must improve outcomes. School administrators spoke of the governance of education in a macro sense, as top-down and outside-in barriers to renewal.

In general, University faculty used language to discuss a conception of educational renewal more reflective of that used by Goodlad. Their description of renewal was comprised of comparisons to reform, references to the systemic and simultaneous nature of the phenomenon, and the voices of diversity. They did not speak in terms of the realities of the school and classroom as did interns, teachers, and administrators. Yet they did speak of the practical aspects of educational governance.

interaction/collaboration, processes, and outcomes as related to educational renewal within their own context of practice and theory, programs and problems.

Interns and school administrators articulated a rich description of the ways in which the partnership is contributing to the accomplishment of educational renewal. Interns enthusiastically expressed a belief in the high quality experiences the partnership has afforded them. They placed great value on their feelings of confidence and competence as a result of their involvement. Administrators cited a variety of ways in which the partnership benefits those involved and correlated these benefits to educational renewal. Their comments reflected an understanding of and an appreciation for the systemic nature of renewal. Clinical faculty expressed the value of the partnership as an emancipation. To them, the partnership's major contribution to renewal is through their own new found capability to explore, develop, plan, and reflect on their work. While the university faculty cited several internal improvements that they believe represent a contribution to renewal, their overall response to the question of accomplishing educational renewal was bound up by experiences and concerns related to governance, scholarship, reward, and university commitment.

University faculty focused their comments on general governance issues as that which impair the acceptance of renewal. They suggest that during the partnership's life a degree of its original design and intent has been eroded by changes in university leadership and commitment. Clinical faculty agree that university commitment is an issue central to renewal. The commitment they cite involves a waning university presence and support in the schools especially as it related to intern observation and assessment. Interns echo concerns regarding university commitment. They see a lack of

commitment as inadequate communication, poorly articulated expectations, loosely organized program implementation, and course content that fails to take advantage of the laboratory context within which the interns learn. Partner school administrators cite the "pretty traditional" content of teacher education as a barrier to the acceptance of renewal.

Part C: Perception of the Partnership

A questionnaire was sent to all public school administrators, university faculty, clinical faculty and interns participating in the partnership. Sixty-eight questionnaires were returned for a response rate of 69%. Of these, 21 were interns, 27 were clinical faculty, 11 were university faculty, and 9 were public school administrators. Table 9 provides the frequencies and percentages for each question.

Please Note: The frequencies do not always sum to 68 because some respondents did not answer all questions.

Table 9 - Responses to Questionnaire

LE = Little Extent SE = Some Extent GE = Great Extent VGE = Very Great Extent			
1.Has your school-university partnership accomplished educational renewal as it has been defined/described?			
5 7.35%	27 39.71%	27 39.71%	9 13.24%
2.Do you believe top leadership (school district, university, state) has a plan for the future of teacher education?			
2 2.99%	24 35.82%	27 40.30%	14 20.90%

Table 9 Continued

LE = Little Extent SE = Some Extent GE = Great Extent VGE = Very Great Extent

3. Have renewal efforts (associated with your school-university partnership) affected professional practice of teaching interns?

3	22	24	17
4.55%	33.33%	36.36%	25.76%

4. Have renewal efforts (associated with your school-university partnership) affected professional practice of school administrators?

9	36	13	7
13.85%	55.38%	20.00%	10.77%

5. Have renewal efforts (associated with your school-university partnership) affected professional practice of clinical (school) faculty?

5	22	26	14
7.46%	32.84%	38.81%	20.90%

6. Are interns learning to work in collegial groups to develop new ideas or explore various implementations?

3	23	21	19
4.55%	34.85%	31.82%	28.79%

7. Are there procedures in place for evaluating the school-university partnership?

16	31	18	1
24.24%	46.97%	27.27%	1.52%

8. Are open exchanges of views and collaboration characteristic of the actions of all responsible faculty?

7	26	21	12
10.61%	39.39%	31.82%	18.18%

9. Are responsible faculty members engaged in dialogue with respect to the mission for the education of educators?

8	23	26	9
12.12%	34.85%	39.39%	13.64%

Table 9 Continued

LE = Little Extent SE = Some Extent GE = Great Extent VGE = Very Great Extent

10. Are responsible faculty members and interns engaged in scholarly work focused on a better understanding of the aims of education?

6	13	33	13
9.23%	20.00%	50.77%	20.00%

11. Are those involved in the school-university partnership committed to the moral, ethical, and enculturating responsibilities of teaching?

3	9	29	25
4.55%	13.64%	43.94%	37.88%

12. Are the moral, ethical, and enculturating responsibilities of teaching communicated to interns?

3	14	29	19
4.62%	21.54%	44.62%	29.23%

13. Is critical thinking a part of the renewal efforts in your school?

2	21	30	13
3.03%	31.82%	45.45%	19.70%

14. Do you believe interns in your school-university partnership have opportunities to move beyond traditional organized knowledge to become teachers who inquire into both knowledge and its teaching?

1	10	29	24
1.56%	15.63%	45.31%	37.50%

15. Is the demonstration of excellence in teaching (i.e., quality content, wide range of instructional materials, physical environment, student-teacher relationships, etc.) a priority among the responsible faculty?

2	13	27	24
3.03%	19.70%	40.91%	36.36%

16. Is the responsible faculty group ensuring that what it does on a daily basis is exemplary in all respects?

3	19	25	16
4.76%	30.16%	39.68%	25.40%

Table 9 Continued

LE = Little Extent SE = Some Extent GE = Great Extent VGE = Very Great Extent

17.Are interns encouraged to evaluate what is being done to them and happening to them?

9	23	24	8
14.06%	35.94%	37.50%	12.50%

18.Are the relationships between the faculty and interns throughout the length and breadth of the program to be commended?

2	14	30	19
3.08%	21.54%	46.15%	29.23%

19.Is the idea of reflective practice talked about, encouraged, and formally incorporated as a rigorous part of the partnership?

3	22	21	19
4.61%	33.85%	32.31%	29.23%

20.Are interns given the opportunity to engage in intelligent, informed discussion and debate on educational issues?

7	23	28	5
11.11%	56.50%	44.44%	7.94%

21.Do interns and faculty talk about fundamental educational tensions and dilemmas related to what is in the public interest (e.g., tracking, domestic conflicts, socioeconomic, community/state/national standards).

8	17	24	15
12.50%	26.56%	37.50%	23.44%

22.Do interns and faculty talk about quality versus quantity in education?

8	23	23	10
12.50%	35.94%	35.94%	15.63%

23.Do responsible faculty members in the school-university partnership address the theory and research on 'change' with interns?

11	28	19	6
17.19%	43.75%	29.69%	9.38%

Table 9 Continued

LE = Little Extent SE = Some Extent GE = Great Extent VGE = Very Great Extent

24. Are alternative practices (e.g., classroom and grade organization, evaluating students, curriculum organization, site-based management, 'renewal', etc.) considered by faculty and interns?

4	20	21	21
6.06%	30.30%	31.82%	31.82%

25. Do partner schools provide the array of resources and experiences necessary for a quality internship?

3	13	27	21
4.69%	20.31%	42.19%	32.81%

26. Has renewal efforts, from your perspective, addressed the dilemma of the practical versus theoretical aspects of education?

8	25	21	10
12.50%	39.06%	32.81%	15.63%

27. Does the community in which partner schools are established support the philosophy and practice of partner schools?

4	22	23	12
6.56%	36.07%	37.70%	19.67%

Analysis of Survey Responses

On twenty-one of the items a majority of the respondents answered with a "great extent" or a "very great extent". Of these items, those that received at least 70% "great extent" and "very great extent" combined responses were, in order:

Item

% Great Extent & Very Great Extent

14. Do you believe interns in your school-university partnership have opportunities to move beyond traditional organized knowledge to become teachers who inquire into both knowledge and its teaching?	82.81%
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11. Are those involved in the school-university partnership committed to the moral, ethical, and enculturating responsibilities of teaching?	81.82%
15. Is the demonstration of excellence in teaching (i.e., quality content, wide range of instructional materials, physical environment, student-teacher relationships, etc.) a priority among the responsible faculty?	77.27%
18. Are the relationships between faculty and interns throughout the length and breadth of the program to be commended?	75.38%
25. Do partner schools provide the array of resources and experiences necessary for a quality internship?	75.00%
12. Are the moral, ethical, and enculturating responsibilities of teaching communicated to interns?	73.85%
10. Are responsible faculty members and interns engaged in scholarly work focused on a better understanding of the aims of education?	70.77%

These would be the items the respondents perceived as being best accomplished by the partnership.

There were six items that did not receive a majority of "great extent" or "very great extent" combined responses. These would be the items respondents perceived as least accomplished by the partnership. Of these six items the respondents were split with 50% responding "little extent" and "some extent" and 50% responding "great extent" and "very great extent" on items 8 (are open exchanges of views and collaboration characteristics of the actions of all responsible faculty?) and 17 (are interns encouraged to evaluate what is being done to them and happening to them?). On the other four items a majority of the respondents answered either "little extent" or "some extent". These items were in order:

<u>Item</u>	<u>% Little Extent and Some Extent</u>
7. Are there procedures in place for evaluating the school-university partnership?	71.21%
4. Have renewal efforts (associated with your school-university partnership) affected professional practice of school administrators?	69.23%
23. Do responsible faculty members in the school-university partnership address the theory and research on 'change' with interns?	60.94%
26. Has renewal efforts, from your perspective, addressed the dilemma of the practical versus theoretical aspects of education?	51.56%

To determine whether there were statistically significant differences in perceptions of the four groups, a chi square statistic was computed for each of the 26 items. Due to small frequencies in some cells, the "little extent" and "some extent" categories were combined as were the "great extent" and "very great extent" categories. This resulted in 2x4 contingency tables for each item with the .05 level established for significance.

Statistically significant differences were found for five items (7,8,18,22,and 25).

A discussion of these differences follows:

- 7. Are there procedures in place for evaluating the school-university partnership?** (Chi Square = 8.04, $p < .05$) Public school administrators gave a majority of "great extent" and "very great extent" references. The other three groups gave a majority of "least extent" and "some extent".
- 8. Are open exchanges of views and collaboration characteristic of the actions of all responsible faculty?** (Chi Square = 8.42, $p < .05$) Interns and university faculty gave a majority of "little extent" and "some extent" responses, whereas clinical faculty and public school administrators gave a majority of "great extent" and "very great extent".

18. Are the relationships between the faculty and interns throughout the length and breadth of the program toe commended? (Chi Square = 9.52, $p < .05$)

Interns were split 50/50 while the other three groups gave a majority of "great extent" and "very great extent".

22. Do interns and faculty talk about quality versus quantity in education?

(Chi Square = 9.69, $p < .05$) Clinical faculty gave a majority of "great extent" and "very great extent" whereas the other three groups gave a majority of "little extent" and "some extent".

25. Do partner schools provide the array of resources and experiences necessary for a quality internship? (Chi Square = 12.98, $p < .05$)

University faculty gave a majority of "little extent" and "some extent" whereas the other three groups gave a majority of "great extent" and "very great extent". The main factor in the Chi Square being so highly significant is that all but two of the clinical faculty gave "great extent" and "very great extent" responses.

Since there were only these five items where the perceptions differed significantly, it can be concluded that the perceptions of the respondents were reasonably consistent. These five, however, might warrant some discussion among the four groups.

Conclusions and Recommendations

It seems obvious from analysis of archival material, focus groups and survey data, that several significant conclusions can be drawn from the data:

- Consistent conversations with either direct or indirect relation to the 19 Postulates occurred in advisory council meetings.
- Consistent conversations occurred with a focus on policy and/or procedural matters relevant to each PDS site and appeared to dominate the conversation.
- Consistent conversations occurred with a focus on matters of concern to PDS school administrators and faculty.
- Consistent support by school administrators, clinical faculty, university faculty and interns was noted in the areas of inquiry based knowledge; commitment to moral, ethical, and enculturating responsibilities of teaching; excellence in teaching; colleague relationships; and scholarly inquiry for better understanding of the aims of education.

- Consistent citation by school administrators, clinical faculty, university faculty and interns identified items "least" accomplished by the partnership. The areas were evaluating the partnership; impact of renewal on professional practice of school administrators; sharing the "change" with interns and addressing the practical versus theoretical aspects of education.

The multi-level involvement of teachers, school administrators and university faculty assisted in bringing renewal to a level of common understanding. For example, hierarchical conventions were amended as both clinical faculty and university faculty teamed to discuss, explore and solve problems for the education of educators in simultaneous renewal sessions. However, a tendency to micro-manage by several participants tended to stall the renewal agenda, e.g., statements to the effect that the "NNER Model - was not the only agenda for school renewal," and "requiring the faculty P.I.'s to clear expenditures and agenda items through the administration" was not conducive to providing the leadership for the renewal agenda as defined in this project.

The following recommendations were from data generated in this evaluation report:

Recommendation 1: Analyze the data across groups to generate a cohesive renewal strategy – identify common concerns of all participants.

Recommendation 2: Work for continuous improvement – look for samples of "best practice as related to simultaneous renewal".

Recommendation 3: Leadership should negotiate with faculty to lay out plans for short and long range renewal. Provide a clear vision.

Recommendation 4: Reduce the number of advisory councils and provide "management" to the key stakeholders. Reduce "fire-fighting" agenda/discussions and encourage purposeful action.

Recommendation 5: Articulate a vision of the "new simultaneous renewal" for all partners.

Recommendation 6: Develop "selective involvement" for about 3 advisory councils.

Recommendation 7: Review the leadership charge and embrace transformation characteristics and use of macro-management strategies to implement the Postulates in simultaneous renewal.

Recommendation 8: Review the administrative structure for all renewal activities, e.g. Partnerships, PEP, funded projects to ensure clear articulation of administrative role and function.

Recommendation 9: Develop a package of recruitment and operational materials (policy and procedures) for all advisory councils, interns, etc.

Summary

The evaluation team appreciates the combined efforts and support of all individuals touched by the DeWitt-Wallace project for simultaneous renewal. By careful analysis of the information we have gleaned a strong sense of support for the renewal of teacher education and strengthening of partnerships with the participating public schools. While there are minor concerns regarding administrative structure and governance, there continues to be strong support for related renewal activities such as the PEP program and the use of advisory councils with the partner schools. The evidence was conclusive as sustained conversation regarding the agenda of simultaneous renewal did occur under the auspices of this funded project. The evaluation team believes that continued support by the participating departments in the College of Education and Human Services and clinical faculty and administrators from the partner schools will lead to even greater accomplishments in the immediate future.

References

Goodlad, John I. (1994). Educational renewal: Better teachers, better schools.
San Francisco, CA: Jossey-Bass.

Goodlad, John I. (1990). Teachers for our nation's schools. San Francisco, CA:
Jossey-Bass

Appendices

Appendix A – 19 Postulates

Appendix B – Survey Questionnaire

Appendix C – PEP Information Sheet

APPENDIX A

An Agenda for Change John I. Goodlad's Nineteen Postulates

Goodlad, John I. *Teachers for Our Nation's Schools* (1990)

- | | |
|--------------------|--|
| Postulate 1 | Programs for the education of the nation's educators must be viewed by institutions offering them as a major responsibility to society and be adequately supported and promoted and vigorously advanced by the institution's top leadership. |
| Postulate 2 | Programs for the education of educators must enjoy parity with other campus programs as a legitimate college or university commitment and field of study and service, worthy of rewards for faculty geared to the nature of the field. |
| Postulate 3 | Programs for the education of educators must be autonomous and secure in their borders, with clear organizational identity, constancy of budget and personnel, and decision-making authority similar to that enjoyed by the major professional schools. |
| Postulate 4 | There must exist a clearly identifiable group of academic and clinical faculty members for whom teacher education is the top priority; the group must be responsible and accountable for selecting students and monitoring their progress, planning and maintaining the full scope and sequence of the curriculum, continuously evaluating and improving programs and facilitating the entry of graduates into teaching careers. |
| Postulate 5 | The responsible group of academic and clinical faculty members described above must have a comprehensive understanding of the aims of education and the role of schools in our society and be fully committed to selecting and preparing teachers to assume the full range of educational responsibilities required. |
| Postulate 6 | The responsible group of academic and clinical faculty members must seek out and select for a predetermined number of student places in the program those candidates who reveal an initial commitment to the moral, ethical, and enculturating responsibilities to be assumed. |
| Postulate 7 | Programs for the education of educators, whether elementary or secondary, must carry the responsibility to ensure that all candidates progressing through them progress or acquire the literacy and critical-thinking abilities associated with the concept of an educated person. |

- Postulate 8** Programs for the education of educators must provide extensive opportunities for future teachers to move beyond being students of organized knowledge to become teachers who inquire into both knowledge and its teaching.
- Postulate 9** Programs for the education of educators must be characterized by a socialization process through which candidates transcend their self-oriented student preoccupations to become more other-oriented in identifying with a culture of teaching.
- Postulate 10** Programs for the education of educators must be characterized in all respects by the conditions for learning that future teachers are to establish in their own schools and classrooms.
- Postulate 11** Programs for the education of educators must be conducted in such a way that future teachers inquire into the nature of teaching and schooling and assume that they will do so as a natural aspect of their careers.
- Postulate 12** Programs for the education of educators must involve future teachers in the issues and dilemmas that emerge out of the never-ending tension between the rights and interests of individual parents and special-interest groups, on one hand, and the role of schools in transcending parochialism, on the other.
- Postulate 13** Programs for the education of educators must be infused with understanding of and commitment to the moral obligation of teachers to ensure equitable access to and engagement in the best possible K-12 education for all children and youths.
- Postulate 14** Programs for the education of educators must involve future teachers not only in understanding schools as they are but in alternatives, the assumptions underlying alternatives, and how to effect needed changes in school organization, pupil grouping, curriculum, and more.
- Postulate 15** Programs for the education of educators must assure for each candidate the availability of a wide array of laboratory settings for observation, hands-on experiences, and exemplary schools for internships and residencies; they must admit no more students to their programs than can be assured these quality experiences.
- Postulate 16** Programs for the education of educators must engage future teachers in the problems and dilemmas arising out of the inevitable conflicts and incongruities between what works or is accepted in practice and the research and theory supporting other options.

- Postulate 17** Programs for educating educators must establish linkages with graduates for purposes of both evaluating and revising these programs and easing the critical early years of transition into teaching.
- Postulate 18** Programs for the education of educators, in order to be vital and renewing, must be free from curricular specifications by licensing agencies and restrained only by enlightened, professionally driven requirements for accreditation.
- Postulate 19** Programs for the education of educators must be protected from the vagaries of supply and demand by state policies that allow neither backdoor "emergency" programs nor temporary teaching licenses.

APPENDIX B

April 7, 1999

Dear Educator,

Our Extensive experience as classroom teachers has instilled in us an incredibly high regard for your time! So, we'll make this short.

As part of an assessment of the school-university partnership funded by the DeWitt-Wallace Grant, we are gathering information that seeks to describe the current state of the PEP program and identify opportunities for improvement. Your participation, through simply completing the attached questionnaire, is important to the richness of our findings and will be greatly appreciated. It should take less than ten minutes for you to complete.

Your **absolute anonymity** is guaranteed! We are able to promise this by (1) asking that you NOT sign or otherwise identify yourself on the questionnaire, and by (2) enclosing a self-addressed stamped envelope for the convenient return of the completed survey directly to us.

Your involvement in this program assessment will contribute to the continual improvement of the PEP and the school-university partnership. Please make every effort to **complete and return this questionnaire in the enclosed envelope to Dr. Glenn Graham on or before April 30, 1999.**

If, through your participation in a focus group you have already completed this questionnaire, please disregard this request.

Thank you for your valuable time and participation.

Dr. Charles Ryan
Professor of Education

APPENDIX B

Questionnaire: Dewitt-Wallace

Directions:

Consider the following statements as they relate to your school or role. Please indicate the extent to which each statement characterizes your perception of the school-university partnership by **circling** the appropriate response. While your name is not requested, we appreciate honesty and thoughtfulness in your responses.

LE= Little Extent **SE**= Some Extent **GE**= Great Extent **VGE**= Very Great Extent

From your perspective, to what extent...

- | | | | | | |
|-----|--|----|----|----|-----|
| 1. | has your school-university partnership accomplished educational renewal as it has been defined/described? | LE | SE | GE | VGE |
| 2. | do you believe top leadership (school district, university, state) has a plan for the future of teacher education? | LE | SE | GE | VGE |
| 3. | have renewal efforts (associated with your school-university partnership) affected professional practice of teaching interns? | LE | SE | GE | VGE |
| 4. | have renewal efforts (associated with your school-university partnership) affected professional practice of school administrators? | LE | SE | GE | VGE |
| 5. | have renewal efforts (associated with your school-university partnership) affected professional practice of clinical (school) faculty? | LE | SE | GE | VGE |
| 6. | are interns learning to work in collegial groups to develop new ideas or explore various implementations? | LE | SE | GE | VGE |
| 7. | are there procedures in place for evaluating the school-university partnership? | LE | SE | GE | VGE |
| 8. | are open exchanges of views and collaboration characteristic of the actions of all responsible faculty? | LE | SE | GE | VGE |
| 9. | are responsible faculty members engaged in dialogue with respect to the mission for the education of educators? | LE | SE | GE | VGE |
| 10. | are responsible faculty members and interns engaged in scholarly work focused on a better understanding of the aims of education? | LE | SE | GE | VGE |
| 11. | are those involved in the school-university partnership committed to the moral, ethical, and enculturating responsibilities of teaching? | LE | SE | GE | VGE |
| 12. | are the moral, ethical, and enculturating responsibilities of teaching communicated to interns? | LE | SE | GE | VGE |
| 13. | is critical thinking a part of the renewal efforts in your school? | LE | SE | GE | VGE |

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LE= Little Extent SE= Some Extent GE= Great Extent VGE= Very Great Extent

From your perspective, to what extent...

14.	do you believe interns in your school-university partnership have opportunities to move beyond traditional organized knowledge to become teachers who inquire into both knowledge and its teaching?	LE	SE	GE	VGE
15.	is the demonstration of excellence in teaching (i.e., quality content, wide range of instructional materials, physical environment, student-teacher relationships, etc.) a priority among the responsible faculty?	LE	SE	GE	VGE
16.	is the demonstration of excellence in teaching (i.e., quality content, wide range of instructional materials, physical environment, student-teacher relationships, etc.) a priority among the responsible faculty?	LE	SE	GE	VGE
17.	are interns encouraged to evaluate what is being done to them and happening to them?	LE	SE	GE	VGE
18.	are the relationships between the faculty and interns throughout the length and breadth of the program to be commended?	LE	SE	GE	VGE
19.	is the idea of reflective practice talked about, encouraged and formally incorporated as a rigorous part of the partnership?	LE	SE	GE	VGE
20.	are interns given the opportunity to engage in intelligent, informed discussion and debate on educational issues?	LE	SE	GE	VGE
21.	do interns and faculty talk about fundamental educational tensions and dilemmas related to what is in the public interest (e.g., tracking, domestic conflicts, socioeconomic, community/state/national standards).	LE	SE	GE	VGE
22.	do interns and faculty talk about quality versus quantity in education?	LE	SE	GE	VGE
23.	do responsible faculty members in the school-university partnership address the theory and research on 'change' with interns?	LE	SE	GE	VGE
24.	are alternative practices (e.g., classroom and grade organization, evaluating students, curriculum organization, site-based management, 'renewal', etc.) considered by faculty and interns?	LE	SE	GE	VGE
25.	do partner schools provide the array of resources and experiences necessary for a quality internship?	LE	SE	GE	VGE
26.	has renewal efforts, from your perspective, addressed the dilemma of the practical versus theoretical aspects of education?	LE	SE	GE	VGE
27.	does the community in which partner schools are established support the philosophy and practice of partner schools?	LE	SE	GE	VGE

Thank You!

APPENDIX C

PEP Information Sheet

The Cohort Meeting at sites are monthly meetings designed to bring clarity, knowledge, and understanding to the internship experience. The end results also should reflect in the growth of a cohesive group that remains positive and encouraged.

These monthly meetings are held during the Fall and Winter quarters. The attendance of the intern is expected. Be mindful that when offering corrective criticism, you are prepared to give several suggestions for making the situation better.

A monthly cohort meeting scheduled by sites will come later.

19 Postulates of Goodlad.

Nineteen Postulates Necessary for the Simultaneous Renewal of Schools and the Education of Educators

Postulate One. Programs for the education of the Nation's educators must be viewed by institution offering them as a major responsibility to society and be adequately supported and promoted and vigorously advanced by the institution's top leadership.

Postulate Two. Programs for the education of educators must enjoy parity with other professional education programs, full legitimacy and institutional commitment, and rewards for faculty geared to the nature of the field.

Postulate Three. Programs for the education of educators must be autonomous and secure in their borders, with clear organizational identity, constancy of budget and personnel, and decision-making authority similar to that enjoyed by the major professional schools.

Postulate Four. There must exist a clearly identifiable group of academic and clinical faculty members for whom teacher education is the top priority; the group must be responsible for selecting diverse groups of students and monitoring their progress, planning and maintaining the full scope and sequence of the curriculum, continuously evaluating and improving programs, and facilitating the entry of graduates into teaching careers.

Postulate Five. The responsible group of academic and clinical faculty members described above must have a comprehensive understanding of the aims of education and the role of schools in our society and be fully committed to selecting and preparing teachers to assume the full range of educational responsibilities.

Postulate Six. The responsible group of academic and clinical faculty members must seek out and select for a predetermined number of student places in the program those candidates who reveal an initial commitment to the moral, ethical, and these responsibilities is central to this program.

Postulate Seven. Programs for the education of educators, whether elementary or secondary, must carry the responsibility to ensure that all candidates progressing through them possess or acquire the literacy and critical-thinking abilities associated with the concept of an educated person.

Postulate Eight. Programs for the education of educators must provide extensive opportunities for future teachers to move beyond being students of organized knowledge to become teachers who inquire into both knowledge and its teaching.

Postulate Nine. Programs for the education of educators must be characterized by a socialization process through which candidates transcend their self-oriented student preoccupations to become more other-oriented in identifying with a culture of teaching.

Postulate Ten. Programs for the education of educators must be characterized in all respects by the conditions for learning that future teachers are to establish in their own schools and classrooms.

Postulate Eleven. Programs for the education of educators must be conducted in such a way that future teachers inquire into the nature of teaching and schooling and assume that they will do so as a natural aspect for their careers.

Postulate Twelve. Programs for the education of educators must involve future teachers in the issues and dilemmas that emerge out of the never-ending tension between the rights and interests of individual parents and special-interest groups and the role of schools in transcending parochialism and advancing community in a democratic society.

Postulate Thirteen. Programs for the education of educators must be infused with understanding of and commitment to the moral obligation of teachers to ensure equitable access to and engagement in the best possible K-12 education for **all** children and youths.

Postulate Fourteen. Programs for the education of educators must involve future teachers not only in understanding schools as they are but in alternatives, the assumptions underlying alternatives, and how to effect needed changes in school organization, pupil grouping, curriculum, and more.

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Postulate Fifteen. Programs for the education of educators must assure for each candidate the availability of a wide array of laboratory settings for simulation, observation, hands-on experiences, and exemplary schools for internships and residencies; they must admit no more students to their programs than can be assured these quality experiences.

Postulate Sixteen. Programs for the education of educators must establish linkages with graduates for purposes of both evaluating and revising these programs and easing the critical early years of transition into teaching.

Postulate Seventeen. Programs for the education of educators must establish linkages with graduates for purposes of both evaluating and revising these programs and easing the critical early years of transition into teaching.

Postulate Eighteen. Programs for the education of educators in order to be vital and renewing, require a regulatory context with respect to licensing, certifying, and accrediting that ensures at all times the presence of the necessary conditions embraced by the seventeen preceding postulates.

Postulate Nineteen. Programs for the education of educators must compete in an arena that rewards efforts to continuously improve on the conditions embedded in all of the postulates and tolerates no short cuts justified in the name of ensuring a supply of teachers.

Intern Supervision

Fall Quarter

Each intern is to have a taught lesson observed by a representative of W.S.U. Before the observation of this lesson the intern will have a pre-clinical conference with the observing WSU staff to discuss the expectations of the intern and the lesson expectations according to the lesson critique form.

Winter Quarter

During the Winter Quarter, each intern is responsible for planning and developing a curriculum unit of three or more lessons-in length. One of the lessons will be formally critiqued by the clinical faculty member. One of the three day lesson will also be observed and formally critiqued by a WSU staff person. This staff person has the option of requesting videotape of the present lesson for the purpose of critique.

Spring Quarter

During the Spring Quarter, the intern student teaches. The PER intern is expected to solo teach no less than 6 weeks. Supervision of the student teaching experience occurs through the feedback from the clinical teaching WSU site representative at the assigned WSU Student Teacher Supervision.

Academic Prep Time is time set aside for the interns to prepare for their academic classes. This time is to be spent away from the field site.

Field Prep Time is time set aside for interns to make lesson plans, bulletin boards, obtain resources from the library, grading papers or getting materials for the lessons for which the intern is responsible. This preparation time can be spent away from the building. If the Clinical Teacher is requested material from the intern that can only be produced at the field site, then it will be necessary for the intern to complete the tasks at the field site.

December Visitation

A two-week visitation during the month of December occurs to allow the interns to visit a setting different from their present placement. WSU wanted the interns to have an urban, a rural and a suburban visitation. The intern will have some input concerning their visitation choices. The final decision for these visitations will be made through the Advisory Council of each site.

If interns choose a visitation site outside of the immediate Wright State area written documentation and a conference with the PEP Director are needed in order for such alternate sites to be considered. The written documentation must contain the name, address, and phone number of the district being visited. The building principal and the classroom teacher of the visited school must be identified.

Irregardless of the December visits being inside the WSU immediate area or outside WSU's immediate area, the following are essential:

1. Obtain WSU's letter for the visiting school administrator.
2. Write a letter of introduction to the classroom teacher.
3. Photocopy the December attendance chart so the visited classroom teacher can sign the form to verify the intern's daily attendance.
Give the signed attendance form to your WSU site representative.

Guidelines for Interns Substituting

The intern must have a Temporary Ohio Substitute Teacher Certificate or Initial Licensure with the assistance of the Partner School District.

The intern in the absence of the clinical faculty, may substitute with pay for the following:

- Union activities,
- Coaching,
- District administrative obligations,
- Teacher Sick Day,
- Teacher Personal Day.

The intern in the absence of the clinical faculty member may substitute without pay for the following:

Release time for clinical faculty member to plan with team members relative to the pre-service teacher. Preparation program and/or the partner school renewal plan.

Release time for clinical faculty to participate in personal/professional development which they share with the intern.

Release time for clinical faculty to make presentations and/or teach for the college.

The intern may be used as a substitute in classrooms other than the one to which they are assigned if the substitute classroom students are of the same age and grade level (elem.) or if the substitute classroom students' subjects are the same and the development is the same (secondary).

Interns have the right to decline substitute assignments.

Intern Planning for Student Teaching

Prior to the end of WSU's Winter Quarter, the Advisory councils of each site determines the intern planning week and the solo teaching phase of the student teaching period.

Problem Solving

When the intern has a site problem, which was not resolved through an intern-clinical teacher conference, the appropriate action channels are as follows:

1. Contact the WSU site representative personally, or through the Graduate Assistant and/or the Partnership Coordinator.
2. Contact both the Director of the PEP and the site administrator.
3. Contact the Chair of Teacher Education and the Associate Dean after steps 1 and 2 has been observed.

Communication between the intern and the clinical teacher is highly stressed as the best procedure for professional problem solving.

When interns have course concerns, the interns present these to their instructors.

Job Fair (Career Fair)

Wright State University's Career Services will provide all Wright State Students with information about the Annual Education Recruitment Fair which usually occurs in late February or early March. The interns are encouraged to participate in this Fair. Professional Days can be used doing soloing for Professional interviews.

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